

Vocational Education National Program--Research (CFDA Nos. 84.051)

I. Legislation

Carl D. Perkins Vocational and Applied Technology Education Act (P.L. 101-392), Title IV, Part A, (Sections 401, 402, 404) (20 U.S. C. 2401, 2401, 2404) expires September 30, 1997). Although appropriations are authorized in the statute only through FY 1995 (with a one-year extension under General Education Provisions Act (GEPA) through September 30, 1996), the Omnibus Consolidated Appropriations Act, 1997 (P.L. 104-208) essentially authorized the act through FY 1997 and extended availability of funds through September 30, 1998.

II. Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1984	\$5,935,000	1991	\$6,831,000
1985	6,535,000	1992	12,000,000
1986	7,369,000	1993	9,662,000
1987	7,050,000	1994	9,662,000
1988	7,276,000	1995	6,851,000
1989	6,965,000	1996	4,998,000
1990	6,986,000		

III. Analysis of Program Performance

A. Goals and Objectives

The goal of this program is to conduct and disseminate research that contributes to improving the quality and access of vocational education for all students, particularly special populations; developing the academic and occupational competencies for all segments of the population needed to work in a technologically advanced society; is readily applicable to the vocational setting; and is of practical application to vocational education administrators, counselors, and instructors. The program also conducts research on implementation of performance standards and measures and their use on the participation of students in vocational education programs, and on successful methods for providing students with experience in, and understanding of, all aspects of the occupations and industry in which the students are preparing to work.

B. Strategies to Achieve the Goals

Services Supported

Part A of the Perkins Act authorizes the funding of the National Center for Research in Vocational Education (NCRVE). The National Center for Research in Vocational Education is competitively awarded, and mandated to carry out short-term and multiyear projects in applied research and development, leadership development, dissemination, development of information for planning and policy development, technical assistance, and evaluation. If two centers are funded, one center must concentrate on applied research and development and the other on dissemination and training. Currently, a single center carries out both of these responsibilities.

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NCRVE performed its legislatively mandated services through research and development activities related to (a) the economic and institutional context of vocational education; (b) innovative and effective practices in vocational education; (c) vocational education students; (d) secondary and postsecondary teachers and administrations and vocational education reform; and (e) accountability and assessment in vocational education.

Part A also authorizes Curriculum Coordination Centers (CCCs), which worked closely with states to disseminate curriculum information, provided technical assistance on both developing and implementing new curricula, and served as a clearinghouse for curricular and instructional materials across a wide range of occupational areas. CCCs were competitively awarded on a rotational basis with two new centers awarded each year. The contracts were for three years. As a result of the FY 1995 rescissions, the six regional Curriculum Coordination Centers were phased out as of March 31, 1996.

IV. Planned Studies

A study titled “Developments in State ‘Systems’ of Vocational Education and Job Training” will investigate state developments in education and job training systems to determine the changes (if any) that states have made in the past several years; the range of programs that are included in new governing mechanisms; the power that the new governing structures have; and the assessments and performance standards that are being established to monitor and improve the effectiveness of state systems.

A study titled “Learning and Doing--The Future of Workforce Education and Training” is intended to produce a policy paper that takes a retrospective look at the evolution of the policies and practices surrounding education for work in the United States. It will also describe how learning and doing could form a more comprehensive, systematic foundation for organizing education and work in the next century.

V. Sources of Information

1. Program files.
2. Reports and research studies representing the six areas addressed by NCRVE.
3. Conference Monograph: New Visions: Education and Training for an Innovative Work Force.

VI. Contacts for Further Information

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